



Disabled Student Programs and Services served 99,852 students during the 2010-2011 academic year, including this gentlemen who graduated from Folsom Lake College in 2011.
(Photo by Matthew Battershell, Folsom Lake College)

Disabled Student Programs and Services Report

*California Community Colleges Chancellor's Office
Brice W. Harris, Chancellor*



AUGUST 2013

STATE OF CALIFORNIA

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August 16, 2013

The Honorable Jerry Brown
Governor, State of California
State Capitol
Sacramento, CA 95814

Dear Governor Brown:

On behalf of the California Community Colleges Board of Governors, I am pleased to present to you the California Community College's Legislative report, *Disabled Student Programs and Services (DSPS)*. All of our 112 colleges offer a DSPS program and accept DSPS categorical funding to assist them in providing students with disabilities equal access to higher education.

The report is written in response to Education Code section 67312(b) and covers the period between July 1, 2009 and September 30, 2011. It contains data from all 112 colleges, documenting outcome measures for students with disabilities compared with non-disabled students. It also includes a web link to a campus-by-campus data report on enrollment, retention, transfer and graduation rates.

Due to budget restrictions, it does not include staff and student perceptions of program effectiveness, or data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973, as provided in prior reports.

If you have questions regarding the report, please contact Vice Chancellor for Student Services Linda Michalowski at (916) 327-5361.

Again, it is my pleasure to provide you with this report.

Sincerely,

A handwritten signature in blue ink that reads "Brice W. Harris".

Brice W. Harris
Chancellor

Disabled Student Programs and Services Executive Summary

The California Community Colleges (CCC) serve more than 2.4 million students and comprises the largest system of higher education in the nation. Each of the 112 colleges in all 72 districts use state funding allocated for Disabled Student Programs and Services (DSPS) to assist it in providing support services and educational accommodations to students with disabilities so they can have full and equitable access to the community college experience. In addition, most colleges include specialized instruction as part of their DSPS program.

Examples of services the colleges provide to students with disabilities include test-proctoring, learning disability assessment, specialized counseling, interpreter or captioning services for hearing-impaired or deaf students, mobility assistance, note-taker services, reader services, speech services, transcription services, on-campus transportation, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction.

DSPS served 98,014 students during the 2009-10 academic year and 99,852 students during the 2010-11 academic year, with an allocation of slightly more than \$69 million provided during each of these years. In the two years prior to 2009-10, DSPS program funding was \$115 million per year. However, DSPS funding for the two years included in this report represents a cut of approximately 40 percent. At the same time, the numbers of students being served by DSPS increased for both years, resulting in the need to serve an increasing number of students with far fewer resources.

This report is written in response to Education Code (EC) section 67312(b), which requires the board of governors to report every two years to the Governor and the education policy committees of the Legislature, on its system for evaluating “state-funded programs and services for disabled students on each campus at least every five years.” Due to budgetary constraints, the Chancellor’s Office suspended its annual coordinated student services programmatic site review process, beginning with the 2009-10 academic year. The information gathered during these site visits comprised a significant portion of the content of past reports. As a result, the Chancellor’s Office is unable to report on three of the four elements required in statute: staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973. This report will focus solely on the analysis of the outcome data reported to the Chancellor’s Office Management Information Systems (MIS) division by the 112 community colleges as required by EC 67312(a)(4).

The report does include a campus-by-campus review of the enrollment, retention, transition and graduation rates of community college students receiving services through DSPS. This data was collected from all 112 colleges and is presented in the report in system wide aggregated summaries. To supplement these summaries, individual campus data is posted via a web link for interested parties at:
<http://extranet.cccco.edu/Divisions/StudentServices/DSPS/Reports.aspx>

Table of Contents

Executive Summary
Page 1

Methodology
Page 2

Key Findings
Page 2

Outcome Data
Page 3

Conclusion
Page 12

Acknowledgments
Page 13

Methodology

Education Code 67312 requires this report to include information on student outcome data.

The data was compiled from Chancellor's Office Management Information Systems (MIS) Annual Data Reports submitted by all 112 community colleges. Please note that in the reporting areas of Degree and Certificate Attainment and Transfer, a five-year cohort study from the Chancellor's Office MIS data was used for this report. Additionally, as required by statute, campus-by-campus outcome data can be found on the Chancellor's Office web site by going to this link:

<http://extranet.cccco.edu/Divisions/StudentServices/DSPS/Reports.aspx>

Key Findings

The data compiled for this report show that while students with disabilities served by DSPS are underrepresented in the college population, in comparison to their nondisabled peers, they:

- Take and complete both credit and noncredit courses at greater rates;
- Show greater persistence and essentially the same retention level (with the notable exceptions of basic skills and workforce preparation classes); and
- Are more successful at both CCC degree (19 percent vs. 12 percent) and certificate attainment (7 percent vs. 4 percent).

However, despite these positive indicators, DSPS students were also substantially less likely to be transfer directed (completing transfer level math and English) than their nondisabled peers. And, despite the fact they were more likely to be transfer-prepared (completing 60 California State University or University of California transferrable units), they were far less likely to actually transfer to a four-year institution.

Outcome Data

Enrollment, Retention, Transition and Graduation

Total Enrollment

	FY 2010-11		FY 2009-10	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	99,852	4.04%	98,014	3.73%
Non-DSPS Students	2,370,244	95.96%	2,528,563	96.27%
All Students	2,470,096	100.00%	2,626,577	100.00%

Students with disabilities increased from 3.73 to 4.04 percent from 2009-10 to 2010-11. However, they remain underrepresented in the CCC student population when compared to United States Census data taken from the 2006 Disability Status Report, which estimates California's disability rate for ages 16 to 64 to be approximately 11 percent. Some CCC students with disabilities may not request services from DSPS, but this alone is not likely to account for the significant degree of underrepresentation. Both outreach and in-reach efforts have decreased as colleges struggle to serve the current population of identified DSPS students with reduced funding. Nevertheless, the number of DSPS students increased by 0.31 percent, which may be due to a reduction in the number of class offerings, causing students with disabilities who might not have previously sought services from DSPS, to seek them in order to obtain the priority enrollment provided to DSPS students at most colleges to facilitate their timely accommodation.

Enrollment in Credit Classes

	FY 2010-11		FY 2009-10	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	88,167	4.45%	85,696	4.10%
Non-DSPS Students	1,893,505	95.55%	2,003,477	95.90%
All Students	1,981,672	100.00%	2,089,173	100.00%

Students served by DSPS are represented at slightly higher rates in credit enrollment compared to their representation in the entire student population. While these students comprised 3.73 percent in 2009-10 and 4.04 percent in 2010-11 of the total student population in the CCC, DSPS students increased from 4.1 to 4.45 percent of students enrolled in credit classes during these school years.

Credit Full Time Equivalent Students (FTES)

	FY 2010-11		FY 2009-10	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	61,221	5.36%	59,686	5.09%
Non-DSPS Students	1,080,216	94.64%	1,113,001	94.91%
All Students	1,141,437	100.00%	1,172,687	100.00%

In addition, students served by DSPS represented a substantially higher proportion of credit full-time equivalent students than their representation in the student population. While they represented 3.73 and 4.04 percent of the CCC student population in 2009-10 and 2010-11 respectively, they represented 5.09 and 5.36 percent of the credit full-time equivalent students during those years. This may be accounted for by the acceptance of financial aid, loans, scholarships and other benefits, which often support part or all of their living expenses, and requires them to enroll full time in credit courses. Additionally, some students with disabilities are also Department of Rehabilitation consumers and, as such, are required to take a full course load unless they cannot do so for a disability-related reason.

Enrollment in Noncredit Classes

	FY 2010-11		FY 2009-10	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	29,024	7.15%	31,702	6.78%
Non-DSPS Students	376,627	92.85%	435,810	93.22%
All Students	405,651	100.00%	467,512	100.00%

DSPS students were also over-represented in noncredit classes compared to their overall representation in the CCCs, and this trend increased between 2009-10 and 2010-11. This may be because some students with developmental disabilities or acquired brain injuries, as well as senior citizens with age-related disabilities, may find that noncredit courses better meet their educational needs. Other DSPS students, including veterans and those returning to college after acquiring a disability, may need to review basic skills material and use noncredit education as a way to enter the higher educational system.

Noncredit FTES

	FY 2010-11		FY 2009-10	
	# of Students	% of Population	# of Students	% of Population
DSPS Students	6,044	13.17%	6,306	12.91%
Non-DSPS Students	39,845	86.83%	42,535	87.09%
All Students	45,889	100.00%	48,841	100.00%

As expected due to their more frequent enrollment in noncredit classes, DSPS students were a significantly higher percentage of noncredit full-time equivalent students between 2009-2010 and 2010-2011. While they represented 3.73 and 4.04 percent of the student population, they increased from 12.91 to 13.17 percent of the noncredit full-time equivalent students during this period. The large amount of noncredit full-time equivalent DSPS students may be due to the CCC offering “special” classes designed to meet the needs of specific disability groups.

Retention and Persistence

Enrolled in Fall 2009/2010 to Spring 2010/2011

	FY 2010-11		
	# Persisted (Spring)	# Enrolled (Fall)	% Persisted
DSPS Students	67,756	82,552	82.08%
Non-DSPS Students	1,147,692	1,658,171	69.21%
All Students	1,215,448	1,740,723	69.82%

FY 2009-10

	# Persisted (Spring)	# Enrolled (Fall)	% Persisted
DSPS Students	65,712	81,085	81.04%
Non-DSPS Students	1,162,283	1,732,329	67.09%
All Students	1,227,995	1,813,414	67.17%

Students served by DSPS were 14 percent more likely to persist from fall to spring than other students. These data show that, given appropriate support services and specialized counseling, students with disabilities do well and excel in staying in school at the community college level.

Retention Completed vs. Attempted Enrollments

FY 2010-11

	# Completed	# Attempted	% Completed
DSPS Students	385,177	454,947	84.66%
Non DSPS Students	7,468,215	8,657,422	86.26%
All Students	7,853,392	9,112,369	86.18%

FY 2009-10

	# Completed	# Attempted	% Completed
DSPS Students	375,436	446,664	84.53%
Non-DSPS Students	7,613,322	8,872,102	85.81%
All Students	7,988,758	9,318,766	85.73%

Students with disabilities had slightly lower course retention levels than their peers without disabilities, and the difference increased from about 1.3 percent in 2009-10 to 1.6 percent in 2010-11. The chronic and cyclical nature of some disabilities can pose barriers to completing the courses in which students with disabilities enroll that nondisabled students do not experience.

Retention for Degree Applicable Courses:
Completed vs. Attempted Degree Applicable Enrollments

FY 2010-11

	# Completed	# Attempted	% Completed
DSPS Students	257,441	392,773	65.54%
Non-DSPS Students	5,457,077	8,045,241	67.83%
All Students	5,714,518	8,438,014	67.72%

FY 2009-10

	# Completed	# Attempted	% Completed
DSPS Students	250,729	385,224	65.09%
Non-DSPS Students	5,574,311	8,248,631	67.58%
All Students	5,825,040	8,633,855	67.47%

DSPS students completed the degree applicable courses in which they enrolled at a more than two percent lower frequency than did their nondisabled peers during both academic years. These data may reflect increased challenges due to reduced DSPS funding and staffing that impact DSPS student retention, such as finding and utilizing instructional strategies in math and English courses. In addition, these data may also reflect the need to seek additional instructional strategies to address these barriers to course and degree completion.

Retention for Basic Skills Courses:
Completed vs. Attempted Basic Skills Class Enrollments

FY 2010-11

	# Completed	# Attempted	% Completed
DSPS Students	21,828	54,838	39.80%
Non-DSPS Students	249,538	492,074	50.71%
All Students	271,366	546,912	49.62%

FY 2009-10

	# Completed	# Attempted	% Completed
DSPS Students	20,258	53,206	38.07%
Non-DSPS Students	249,711	510,469	48.92%
All Students	269,969	563,675	47.89%

DSPS students completed basic skills classes at a rate approximately 11 percent below non-DSPS students. Special classes designed to teach study skills to students with disabilities, taken in tandem with basic skills classes, is one strategy colleges are employing as they work to close this gap.

Retention in Workforce Development Courses

FY 2010-11

	# Completed	# Attempted	% Completed
DSPS Students	54,111	79,506	68.06%
Non-DSPS Students	1,149,522	1,594,930	72.07%
All Students	1,203,633	1,674,436	71.88%

FY 2009-10

	# Completed	# Attempted	% Completed
DSPS Students	53,785	79,838	67.37%
Non-DSPS Students	1,177,672	1,634,047	72.07%
All Students	1,231,457	1,713,885	71.85%

Students served by DSPS were approximately 4 percent less likely to complete the workforce development courses they attempted than their peers without disabilities. The gap demonstrates the need to develop strategies to improve DSPS student retention in workforce development courses.

Degree and Certificate Attainment:

FY 2010-11

FY 2009-10

	# of Students	5-Year Cohort	% Completed	# of Students	5-Year Cohort	% Completed
DSPS Students	2,930	16,232	18.05%	3,074	16,190	18.99%
Non-DSPS Students	45,185	387,829	11.65%	42,740	359,227	11.90%
All Students	48,115	404,061	11.91%	45,814	375,417	12.20%

Degree Attainment:

	FY 2010-11			FY 2009-10		
	# of Students	5-Year Cohort	% Completed	# of Students	5-Year Cohort	% Completed
DSPS Students	1,839	16,232	11.33%	1,867	16,190	11.53%
Non-DSPS Students	32,074	387,829	8.27%	30,541	359,227	8.50%
All Students	33,913	404,061	8.39%	32,408	375,417	8.63%

Certificate Attainment:

	FY 2010-11			FY 2009-10		
	# of Students	5-Year Cohort	% Completed	# of Students	5-Year Cohort	% Completed
DSPS Students	1,091	16,232	6.72%	1,191	16,190	7.36%
Non-DSPS Students	13,111	387,829	3.38%	13,656	359,227	3.80%
All Students	14,202	404,061	3.51%	14,847	375,417	3.95%

An analysis of outcome data for a five-year cohort of students shows DSPS students were far more successful at both degree and certificate attainment than their nondisabled peers. For the cohort ending in 2010-11, 11.33 percent of DSPS students earned degrees compared to 8.27 percent for non-DSPS students. For certificates, the comparable rates were 6.72 percent and 3.38 percent, respectively. These outcomes speak to the effectiveness of DSPS programs and services in assisting students with disabilities to attain CCC degrees and certificates, and demonstrates they possess the motivation and ability to be successful in the college environment with appropriate supports and accommodations.

Transfer Directed:

Completed both transfer level math and English

	FY 2010-11			FY 2009-10		
	# of Students	5-Year Cohort	% Completed	# of Students	5-Year Cohort	% Completed
DSPS Students	1,793	16,232	11.04%	1,710	16,190	10.56%
Non-DSPS Students	52,097	387,829	13.43%	48,302	359,227	13.45%
All Students	53,890	404,061	13.34%	50,012	375,417	13.32%

Transfer Prepared:

Completed 60 CSU or UC transferable units

	FY 2010-11			FY 2009-10		
	# of Students	5-Year Cohort	% Completed	# of Students	5-Year Cohort	% Completed
DSPS Students	2,486	16,232	15.32%	2,421	16,190	14.95%
Non-DSPS Students	50,213	387,829	12.95%	46,235	359,227	12.87%
All Students	52,699	404,061	13.04%	48,656	375,417	12.96%

Transfers to Four-Year Colleges:

	FY 2010-11			FY 2009-10		
	# of Students	5-Year Cohort	% Completed	# of Students	5-Year Cohort	% Completed
DSPS Students	2,289	16,232	14.10%	2,559	16,190	15.81%
Non-DSPS Students	90,362	387,829	23.30%	88,914	359,227	24.75%
All Students	92,651	404,061	22.93%	91,473	375,417	24.37%

DSPS students were less likely to complete transfer level math and English, defined as transfer directed, than their nondisabled peers (10.56 to 13.45 percent in 2009-10 and 11.04 to 13.43 percent in 2010-11). Despite being less transfer directed, a higher percentage of these students completed 60 CSU or UC transferable units (14.95 to 12.87 percent in 2009-10 and 15.32 to 12.95 percent in 2010-11). However, they were approximately 9 percent less likely to actually transfer to a four-year institution than their peers without disabilities. This discrepancy suggests directions for further research and intervention. Between 2009-10 and 2010-11, the percentage of the five-year cohort of DSPS students transferring to a four-year college decreased from 15.81 to 14.10. Many of today's high-demand, high-skill occupations require a baccalaureate degree and beyond. Given the significant unemployment and under-employment of persons with disabilities, the reason students with disabilities are increasingly less likely to be transfer directed and actually transfer, after being more transfer prepared, needs to be better understood and addressed. Discussions need to occur within the CCC system and with the CSU and UC systems to improve DSPS student transfer rates.

Conclusion

This review of 2009-2010 and 2010-2011 MIS data shows that, in comparison to their nondisabled peers, DSPS students:

- Were substantially underrepresented at 4 percent of the CCC student population compared to the 11 percent of adults with disabilities in the general population;
- Took greater numbers of both credit and noncredit courses at greater rates;
- Demonstrated 13 percent greater persistence and essentially the same retention level; and
- Were 7 percent more likely to complete their degree and certificate goals.

The report also sheds light on areas that warrant further research and intervention. Among these are the following outcomes in which, compared to their nondisabled peers, DSPS students:

- Were 4 percent less successful in completing workforce development programs;
- Were 11 percent less successful in completing basic skills classes;
- Were 3 percent less likely to be transfer directed;
- Were 9 percent less likely to transfer; and
- Were 2 percent more likely to be transfer prepared.

In order to address remaining achievement gaps, additional resources may be needed. Such an investment is likely to yield results, particularly since as the data contained in this report shows DSPS students can succeed. They earn certificates and degrees at higher rates and, in most other outcome measures, DSPS students perform at least as well, and often better than their peers without disabilities.

This report provides a point in time review of DSPS student success data that highlights the many program, policy, and fiscal challenges facing DSPS programs as they serve increasing numbers of students with 40 percent less funding. By facilitating peer support, providing technical assistance, training, and specialized consultation and support through targeted grants, the Chancellor's Office continues to assist colleges in making progress with meeting the needs of their students with disabilities.

Acknowledgements

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